

ABSTRACT

THE EFFECT OF JOURNAL WRITING ON STUDENTS' WRITING ABILITY AND SELF-EFFICACY

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This study aimed to examine the effect of journal writing on students' writing ability and self-efficacy. The research method used was one-group pre-test post-test experimental study involving 33 students of tenth grade students in one public senior high school in Bandung. The data were gathered through pretest, posttest, questionnaire and interview. Students' writing was analysed based on The ESL Composition Profile proposed by Jacobs et al. (1981). The results showed that content and organization was the most affected followed by mechanics, vocabulary and language use. Furthermore, based on the interview, students formed their self-efficacy based on four sources, namely performance outcomes, vicarious experience and verbal persuasion, and physiological feedback which they acquired on practicing writing on journal.

Keywords: *journal writing, writing ability, self-efficacy*